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3 August 1979

MEMORANDUM FOR THE RECORD

STAT FROM: [REDACTED]
Chief, Intelligence Production Support Branch

SUBJECT: Seminar on Intelligence Analysis No. 3

STAT 1. The Seminar on Intelligence Analysis No. 3 ran from 16-27 July 1979 for 11 analysts from NFAC, its Senior Training Officer, and a senior officer from the CIA Executive Committee [REDACTED]. The course design was radically different from the first two runnings, with primary concentration on participative learning. There were only six formal presentations in the two weeks (one at the request of the participants), and approximately 19 individual and group exercises. Several exercises dealt with live problems introduced either by the participants or the staff.

2. The seminar concentrated on the theme of awareness, enabling participants to become more aware of themselves in terms of their own analytical processes, their behavior in groups, their mindsets and biases (the subject of the requested lecture), and their creative potential in information handling and analysis. Our expectation was that each participant would take something from the program unique to his own needs. We apparently succeeded, judging by the evaluations. On a scale of 1 (low) to 5 (high), seminar members ranked the value of the course to them as individuals at an average of 4.6, with five "5s," two "4.5s," four "4s," and one "3.5."

3. The creative problem-solving segments were both the most successful elements and those that afford the most fertile ground for further innovation. The processes and techniques introduced were adapted to the NFAC analyst from theory and practice that has primarily focused on the fields of education and management. We have applied these processes and techniques to the world of the analyst who is more apt to look for alternative explanations, trends, directions, and probable outcomes based on incomplete and unevaluated data than for specific solutions to clearly defined problems. Our adaptations need further refinement, but this running has shown us that our application of creativity is fundamentally sound.

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4. We chose to use group modes as a "laboratory setting" for instructional purposes, at the expense of more intensive focus on the individual. While this allowed us to build on NFAC's desire to move toward more interdisciplinary analytical approaches, we see the need to devote more time to guidance and exercises applying the techniques to individual work. The conventional training mode for creative problem-solving is the group, but we are developing alternative formats more appropriate to the analyst working largely alone. We also will tighten up some presentations and expand the number of exercises with live problems. These exercises, particularly those enabling participants to see that the techniques "worked" in generating fresh ideas and approaches, were the highlights of the seminar.

5. The next running is scheduled for November.



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